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ABSTRACT

Five day care centers in Mogadiscio, the capital city of Somalia, were studied to (1) identify problems encountered in teaching a course in child care; (2) observe teaching methods and assess their effectiveness; (3) ascertain reasons for the lack of preservice training for day care teachers; and (4) develop a new syllabus for a course in child care. A random sample of 35 teachers and four headmistresses completed questionnaires and participated in interviews; observations were made at the centers. In addition, the head of the Women's Education Service was interviewed. Chapter I provides background information about the study, while chapter II discusses data collection. Chapter III presents findings concerning a broad range of center characteristics. Chapter IV offers conclusions and recommendations concerning training, staffing, administration/supervision, food provision, school buildings, community work, health and sanitation, and equipment and educational materials. Also included in the report are illustrated descriptions of appropriate learning materials, the suggested syllabus for day care teacher training, various center record-keeping forms, and the questionnaire and interview questions used in the study. (RH)

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African Studies
in Curriculum Development & Evaluation

General Editors: *Peter Sachsenmeier*
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No. 103

MUMINA M AHMED:

SYLLABUS OUTLINE
ON CHILD CARE FOR DAY CARE
TEACHERS AT FAMILY
LIFE TEACHER TRAINING CENTRE
IN SOMALIA.

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REVIEWING AND DEVELOPING A SYLLABUS OUTLINE ON CHILD CARE FOR DAY CARE TEACHERS AT FAMILY LIFE TEACHER TRAINING CENTRE IN SOMALIA.

MUMINA MOHAMED AHMED
1983

REVIEWING AND DEVELOPING A SYLLABUS OUTLINE ON CHILD CARE FOR DAY CARE TEACHERS AT FAMILY LIFE TEACHER TRAINING CENTRE IN SOMALIA.

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DECEMBER, 1980

SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL ADMINISTRATION, PLANNING AND CURRICULUM DEVELOPMENT IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE POST GRADUATE DIPLOMA IN CURRICULUM DEVELOPMENT.

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OUTLINE

REVIEWING AND DEVELOPING A SYLLABUS ON CHILD CARE FOR DAY CARE TEACHERS AT THE FAMILY LIFE TEACHER TRAINING CENTRE IN SOMALIA

CHAPTER I: BACKGROUND.

I.I. Introduction.

The early years of childhood are increasingly recognised as among the most crucial in the life of the individual. It is realized that children must especially be helped to face changes and be able to cope with the future. The success of educational efforts at later stages depend, in many aspects, on deeply rooted aspects of the physical and human environment of the very young child.

In many countries today, there is a wide gap between what parents want for their children and what they can provided for them. Poverty, diseases, early death, broken homes, ignorance, often prevent them from giving their children what they need for healthy growth and development.

The period between birth and six years of age is the time when the foundations for intellectual development, health and character are established. The child grows and changes rapidly at this time and how he grows will be largely determined by his experiences and the people surrounding him.

There is no second chance at childhood. It comes and goes quickly but these are crucual years. He can not wait until he is older for the things he needs new. He may not even live to receive what we want him to have if he is not given sufficient food or protection from diseases when he needs it.

If a child's life experience during these early years is crippled, we can not make it up to him later on for he has lost the years of his life when he is most eager and ready to learn, when the foundations for

his whole life are established.

If parents are unable to give the kind of care which will help grow into an intelligent, health, responsible adult, then a community has an obligation to provide that care.

Many communities have found a way to supplement the home care of children by organizing day care centres for group care of young children.

Day care centre is a place where children of pre-school age with nutrition food, preventive medical care and an opportunity to learn and play an atmosphere of warm and caring. It is a place where the entire health of children as well as physical growth can be fostered. In a good centre the staff is especially trained for the care and education of young children, and the physical premises as well as materials and equipment are especially suited to meet the needs of young children.

A child comes to day care centre when his pattern of learning has been set by the home and the community, the way he behaves has already been established, so an educational syster for training children should as much as possible involve the children in practical activities.

Day care centres and kinder arten programs are not a substitute to a child for a home and famil , nor do they pretend to be. A centre attmpts to foster the child's developing self and does all it can to bridge the gap between home and school. It helps the family take care of their child by providing him for a few hours each day, with many essentials for good growth and developments that aim is to create the most suitable setting in which a child will fourish during this formative period.

Day care centres are new in Somalia and are not widely spread over the country. Day care centres are in most cases attached to the Family Life Education Centre.

Children at the age of 3 years old are accepted to enrol at the day care centres to prepare them for formal education.

The Ministry of Education has started a year pre-service training for day care teachers in 1975 at the Women's Education Service centre. This institute enrols female students who have completed the intermediate level(eight years of schooling). Graduates who pass the necessary examination of the institute are qualified to teach in the day care centres.

As part of their education, students who train in Family Life Education are also expected to undergo courses in child care, so as to equip them to be able to teach in the Family Life centres.

At the day care education programme is being continually organized, it will eventually become an important feature of the educational structure of Somalia, thus giving the Somali mothers greater opportunities for self-development.

However, many people believe that day care centres would be more effective if they are combined with the existing Koranic school system.

The Koranic schools are pre-school education centre and are very popular in Somalia. Children go to school when they are about six years old. They learn to read and write the Arabic alphabet and learn by rote portions of the Koran ascending order starting with the short chapters until they cover the entire book. There is no descrimination on the basis of class or sex to join the Koranic school.

These schools are deeply rooted in the cultural and religious life of Somalia. Each child is expected to spend at least one year in the Koranic school before entering the formal education. Because of the limited absupptive capacity of primary schools, Koranic school are used as a filter for elementary education.

The government has a new plan for re-organization of the Koranic schools with modern building and turn them into a form of kindergarten where children can learn Koran, Somali language and other civic subjects. The second aspect of the plan is to provide training for ... teachers in modern child psychology and child development and modern methodology of teaching children.

1.2. The Problem.

As the work of day care teachers involve working with young children, it is important that the teachers have adequate knowledge on the child. During the training, the trainees should have given a comprehensive course on child care and child development which included: stages of child development; individual differences; and the development of his personality. The emphasis should be placed on the first six years of his life.

The teacher should be given a course on health and safety as to improve their ability on identifying and satisfying the needs of the children and the importance of serving a balanced diet to children attending the day care centre; the symptoms of diseases and the actions to take in the environment and to give a first aid courses.

The day care teachers did not do all of these due to the number of problems in their work. Some of the causes of these problems are as follows:

1. Day care centres staffed with non-qualified teachers.
2. There are limited physical facilities and teaching/learning materials.
3. Teachers insufficient of teaching experiences
4. The course is mostly theoretical instead of being practical in the D/C C.
5. The teaching methods used seem inappropriate in the D/C CEnter.

1.3. Purpose of the Study.

For 1983/84, the Women's Education Service centre is considering planning of restructuring of the service and reviewing of the curriculum of the Family Life and day care teacher training programmes. and in addition to this effort, it is the purpose of this study to do the following:

1. to find out the kinds of skills, attitudes and habits children learn in the day care centres.
2. to know the problems related to the teaching methods and how the children benefit form it.
3. to analyse the course content and instructional programme in the teacher training centre.
4. to know the educational background and experiences of the present day care teachers.
5. to suggest a possible syllabus for the day care/teacher training programme.

CHAPTER II: METHODOLOGY.

In chapter one, some of the problems encountered in developing of a syllabus for child care was discussed. It was stated that syllabus development is progressivley playing a crucual part in curriculum development.

This chapter discusses the procedure of data collection, emphasizing the sample collected and the instruments used for collecting data for the study.

2.1. Procedure.

The study involves obtaining information from sources that have full

knowledge of the family life education centre. It has been stated that the objectives of the study are the following:

1. to investigate the problems facing the teaching of child care course and to develop a new syllabus for child care course
2. to observe the teaching methods and assess their effectivity.
3. to investigate the reason why there is no more pre-service training for the day care teachers.

In this connection, the target population consists of the following:

- teachers from the day care teacher training centre
- teachers/headmistresses of the day care centres
- head, Women's Education Service Centre
- supervisor for day care centres

The Family Life/Day Care teacher training centre is the only centre which trains teachers for the Family life/day care centres. These teachers are assigned to various teaching responsibilities in the FL/DC centres through out the country. Due to the large number of teachers and students involved it becomes necessary to deal with only a random sample of teachers, students, headmistresses in this study. The reasons are that:

- it will be difficult to cover all the centres in the country so it would be more convenient to select some centres in the capital city only.
- the research paper is expected to be completed within specific period of three months. This make it necessary to limit the size of the sample.

Guided by these factors, the sampling was limited to five day care centres in the capital city (Mogadiscio). This sample centres also limited to the day care centres in the city. The teachers serving these areas

Received their training from the family life/day care teacher training centre.

It was decided to take a random sample of thirty five (35) teachers and four (4) headmistresses who are now working in the day care centres and in the training centre. The selection was done on a proportional basis determined by the enrolment of the four centres as shown in the table below:

Selected sample from four centres:

Table I.

Enrollment of the selected Sample Centers.

Centers	Enrollment	Dropout	Boys	Girls
Bondere	57	26	16	15
W/Digley	120	7	59	54
Hodon	150	58	39	53
H/Jabjab	156	89	45	22
Total	996	180	159	144

Depending upon enrolment in each of the four centres, a proportional sample was selected from each centre.

Table II.

Population and samples selected from the study.

Population type	Total population	Sample
Head of Women's education Service	1	1
Supervisor of D/C Regional Banadir	1	1
Instructors of child-care at the family life teacher training center.	4	4
Headmistress/Teachers at the D/C Centers.	38	38

The centres used in the study were selected in sucha way as to provide useful information for the study.

2.2. Instrument for Data Collection.

For data collection the instrument used would be observation, questionnaire, and interview to gather the required data.

2.2.1. Observation.

By this method of collecting data, the researcher would be observing in each centre the children's activities, the relationship between the children and the teacher, teachers functioning and various aspects of day care management. The other observation would be the skills that the teachers were using, the teaching materials, the level of understanding the children through learning experience, the knowledge of their environment, their creativity, the playing materials for children and the practical skills and needs of the different ages of the children in the day care centres.

2.2.2. Questionnaire.

The researcher used this instrument the family life teacher at training centre/day care centres in Mogadiscio. The questions were asked by the teachers who teach a considerable course of child care and also who teach in the day care centre. A questionnaire consisting of 15 questions was administered to a ramdom sample of five day care centres in the capital city. The ramdom sample was drawn from the list of day care centres in Mogadisdio, this list consists of centres which have been classified on the basis of their quality. (the questionnaires are in appendix III)

2.2.3. Interview.

The reseacher would interview the headmistresses in the day care centres, supervisor and head of the Women's Education Service as well

as the teachers. Since the questionnaire could not provide all the data needed for this study, an interview was conducted to provide further data collection. The interview was basically face to face and most of the questions were open ended items. The question administered to the headmistresses in the day care centres basically concerned professional matters, materials used in the centres and academic needs of the centres these included the relevnce of the teaching aids and local materials, the needs of the children as well as the course content. The other questions would deal with the concept of child centered activities. The further questions would deal with problems that have affected the teaching of the course.

Parents interview sought ideas about parents expectation from day care schools. Though parents believed that day care schools would be more effective if they combined the existing Koranic school system.

(parents interview in appendix VI)

The interview administered to the head of the Women' Education Servoce involved questions as to why pre-service training for day care teachers has been postponed the future plan for the improvement of the programme. (head interview in appendix IV)

The interview questions administered to the supervisor related to the concept of the day care centres and the establishment of the day care centres. The other questions was based on the factor of supervision and the amount of time she devotes for the supervisory activities of her area in the day care centres and thep problems faced during supervision of the centres.

(supervisor interview in appendix V)

CHAPTER 3: DATA ANALYSIS AND FINDINGS.

The purpose of this study was to investigate the problems related to the teaching/learning methods used both by the teachers training centre and the D/C centre; the educational materials used in the centre; the educational background of the D/C teachers and to make necessary recommendations as to the improvement of the present set up of the D/C training programme as established in chapter 1.

Some minor problems were encountered during the course of this study.

First, there was no observation made at the D/C training centre on the teaching methods used by the D/C instructors because there was no training course going on at the time of this study.

Secondly, I had difficulty collecting data about the D/C programme e.g. D/C policy such as the programme criteria for selecting children, D/C teachers training policy - its lenght of training and the main subjects included. A little of these informations, however, I managed to gather from some of the sample of this study, from a report submitted by the former D/C supervisor for Banadiir region and from a syllabus prepared by one of the instructors.

Thirdly, there was a problem of analysing the answers to the questionnaire given to the D/C teachers because of their differences of training experiences as discussed in section 3.3.

Fourth, since there was no D/C teachers training course going on at the Women' Education Service at the time of the study, only 2 D/C instructors were given the questionnaire and 2 D/C instructors of Family Life Education. There was insufficient data gathered.

3.1. Day Care Teacher Instructors Educational Background and Training Experience.

50% of the trainers investigated recorded that they were child care teachers of the Family Life Education before joining as instructors for day care training at the Women's Education Service. The other 50% investigated claimed that they have one year day care training experience and some worked as assistant child-care teachers at a private child care institution.

3.2. Day Care Course Content and How it is Implemented.

The course run over 8 months. There are 8 subjects which include: child care and development; science; language and mathematics. However, concentration is on the former subject.

The teaching methods used by the trainors are: lecture, demonstration, classroom discussions, story telling and play.

Aside from the classroom experience, the trainees are also sent to the day care centres to observe and to practice what they have learned in the class.

3.3. The present Day Care Teathers Educational Background and Training experience.

34 Day Care teachers were investigated from 4 different D/C centres. The researcher found out four (4) categories of educational background and training experiences of the teachers.

- 8 years formal education plus 1-2 years of primary teachers training,
- 8 years of formal education plus 8 months training on day care at the Women' Education Service centre

- 8 years of formal education plus 1-2 years of primary teacher training and a special training on used of musical instruments such as accordion, guitar and drum,

- teachers who have received 8 months Family Life training at the Women' Education Service.

Regular day care training is given to these teachers by the Women's Education Service between the month of June-October to upgrade their knowledge on how to make lesson plans, child's stages of development, making visual aids for use in classrooms, and to motivate the children to become active in the centres' activities.

3.4. Reasons Why Parents Sent Their Children to the Day Care Centres.

Table III.
A. Reason given by the Day-care teachers as to why parents send their children to the centre.

Statements	Number N	Percentage %
No one to look after the children at home	-	0
D/C is good for the child(ren's)development	16	47%
D/C usefull in the preparation for formal education	18	52%

52 % of the respondents said that the parents send their children to the day care centres to prepare them for formal education. In Somalia as of this study, the day care centre has the programme of providing children the opportunity to learn, apart from socializing with peer groups, how to read and write, learn the Somali alphabet and read simple text. The Koranic school, on the other hand, is also recognized as a place to provide

education to young children. However, the main focus of the latter is to teach Koran and behaviour forming. Further more, the children learn Arabic which is very useful when the child enters into formal school.

47 % of the teachers responded that parents send their children to the D/C centre because the center provides the children with social experience. By this the child experiences being with other children, sharing the same toys, sharing laughter, playing games etc. The centre also provides activities for their physical development by teaching them to make simple toys or plays with materials using indigenous materials. Papers and clay are common among the centres visited.

None of the respondents said that the reason why children are sent to the day care centres by parents is because no one is taking care of them in their homes. It was explained that the majority of the households in Mogadiscio can afford to hire a housekeeper- or if this is not possible, there is always a grandmother or an aunt who is able to take care of the child while the mother is away.

3.5. Benefit that the children get from the Day Care Centre.

Table IV:

Benefit of D/C Programme for the Children.

Statment	Number No	Percentage %
Developing their behaviour	3	8%
Education	5	14%
Learning activities though play songs & stories	14	41%

3.5.1. An Opportunity to Learn Through Play and Songs.

41 % of the respondents said that through play and songs the children could express themselves freely, experience a wholesome and enjoyable life while touching and experimenting the play materials. It also make them healthy, happy and educative. Further, the children are given opportunity to overcome shyness through interchanging with peer groups.

3.5.2. Development of Child's Behaviour.

22 % of the teachers responded that the D/C centre helps in the development of child's behaviour by providing them adequate and appropriate experience in the centre e.g. by keeping himself clean while attending school, by teaching how to keep the school premises tidy.

3.5.3. Facilities Found in the Day Care Centres.

62% of the teachers declared that the centres have inadequate educational materials for use of children. For conventional play materials they have : modelling clay, wooden blocks, plastic dolls, few jigsaw puzzles and assorted plastic balls. For mental development, they have both picture and writing books. Facilities for outdoor games are see-saw, slides and swing. The teachers are able and willing to make their own play materials however, because of insufficient training on how to make them. The centers recived on the donations from some international organizations.

3.5.4. Foods and Snacks.

Food is a must in a Day Care centre. Food is just like play materials that could be used to attract the attention of the child or to make him interested in an activity.

Majority of the teachers investigated reckoned that food

or snacks are not being provided to children attending the day care school. As a result, most of the parents are reluctant to send their children to the centre. At the present, enrolees are children of working class Somalis.

3.6. How Are The Children Recruited to Attend the Day Care Centre.

100% of the teachers responded that all the centres use only one method of recruiting children to attend the day care school and this is by the use of the Local radio station. The announcement is done a couple of days before the start of classes by the Ministry of Education. There is no clear criteria as to the selection, as long as the parents could submit child's birth certificate, and should provide the child with uniform and food.

3.7. Administration and Supervision.

The day care centres in Banadiir region has an overall supervisor. Her functions are: i) to supervise the daily activities of the day care centres; ii) to coordinate with the Regional Education Officer; iii) to assist the headmistresses with the problems encountered in the centres; iv) to submit reports re: day care programmes to the Ministry of Education; v) to give guidance and counselling to teachers, if necessary, with regards to teaching methods, teaching aids in the centres and disciplining of children; vi) to participate at meetings with the Ministry of Education with headmistresses and teachers.

However, some of the above mentioned responsibilities are not carried out effectively as claimed by the supervisor because of lack of transportion from the Ministry of Education and unavailability of necessary materials to run the day care centres. The headmistresses on the other hand is in-charge of the daily activites of the centre, and acquisition of educational materials.

3.8. Problems Encountered by the Day Care Personnel.

The supervisor, the headmistresses, the teachers as well as the parents were interviewed to find out the problems of the Day Care Programmes. Below are the summary of their answers:

- a large percentage of children dropped-out from the centre because of lack of food, and distant location of the centre. Parents complained that they could not afford to hire transport.
- majority of the teachers are not qualified to teach in the day care centres.
- the centres lack of educational materials for use of teachers and children.
- facilities like good playground, doctor or any medical officer is not available in the centre.
- as regards the training centre for teachers, there is no clear training syllabus.
- lack of trained personnel.

3.9. Observation.

The other aspect of collecting data was to visit the D/C centres to observe the children's activities, their behaviour within the school environment and to find out what kind of play materials used by the children. During the visit, the researcher also had an informal discussion with the headmistresses to know the D/C Programmes as a whole.

3.9.1. Play Materials.

The researcher observed that the play materials are not fitted for the different ages of the children. For example, blocks are being utilized by 4-5 years old. In some centres, the teachers used jigsaw puzzles with animals or letters that are not familiar to the children, let alone to some of the teachers.

Out-door games, on the other hand are rarely provided to the children because of lack of facilities such as appropriate backyard or background for the children to play.

Children are well-dressed in attending school. This is in fact one of the requirements, other than food, before a child is accepted to the centre.

3.9.2. Sanitation/Hygiene.

Hygiene is not a problem is the D/C centre. The surrounding is clean. The childran as observed are taught how to keep the environment tidy by not littering trash. Latrines are kept clean, too.

3.9.3. Classroom Activities.

During playing time, the children are all in one group regardless of their ages. This is being so because some of the children are brothers and sisters. Usually the young ones don't like to be separated from their older brothers and sisters. In the classrooms, this is also being practiced. The teachers explained that in this way, younger children learn form mixing from older children.

3.9.4. Teachers relationships with the children in the classroom.

The D/C teachers have pleasant relationships with the children attending the centre. Although, not all of them are specifically trained to take care of young children, they show love, affection, respect and they give the child the recognition and sense of individual worth which a child needs.

3.10. Interview questions to the head of Women's Education Service(WES).

The researcher was interested to find out from the head of WES, the policy of the day-care centres (D/C) centres. According to the head the policy of D/C centres includes to give priority for mothers and child. The community people, themselves should ogranize day-care centres and the Ministry of Education will assist to them interms of training teachers, supplying Educational materials needed to the centres.

Information regarding, the relationship between the family life programme and D/C programme, the head mentioned that they have relationship as when the mothers attending family life Education centres or doing other activities their children intended to go day-care centres.

Another questions related the reasons for postponing the training for day-care teachers, according to the head, the first reasons was from 1983/84 the WES had planned to evaluate the pre-service training courses for family life teachers, day-care teachers at family life teacher training centre and the WES also planned to give teacher in-service courses.

A second reason was, there are many day-care teachers who are working at the primary schools because most of the districts in the country have not D/C centres. Type of training has been given to the D/C teachers according to the head of WES, this type of traing includes:-

- how to sensitive to the feelings and needs of the children with friendly.
- how to collaborate to the community inorder to follow their needs.
- to teach them the growth and development of the children.
- how to teach young children (teaching methods).
- how to make play materials for the children, which is based on local resources.

The researcher was tried to ask to the head of WES, whether the course content is relevant to the needs of the children. As the head said, inorder to know this aspect its necessary to evaluate the course, and also to make research.

According to the head of Women's Education Service, a number of problems encountred the day-care programme since its creation, the main ones identified:

1. a general lack of understanding of day-care programme as important and useful by the community.
2. the relationship bet wen parents and teachers is poor.
3. the parents are used to expect everything concerning D/C programme from the the Government, though the policy is the parents should involved the organizing D/C centres inorder to carry out the programme satisfactorly,
4. Insufficient of teaching Aids.

The head also proposed a set of recommendations inorder to improve day-care programmes these includes:-

a) to create awareness, among the community people, the importance and usefulness of day care centres.

b) the community association like Somali Women's Democratic Organization(SWDO) should play a great role for organizing of the D/C programme.

c) to review the syllabus of D/C programme.

d) to have sufficient teaching Aids.

e) to have well-trained, experience personnel for D/C programme.

CHAPTER 4: CONCLUSIONS/RECOMMENDATIONS.

Day care schools have interest not only from parents and educators but from a variety of professions. This is probably due to the close association with research programmes. These were designed from the beginning to further understanding of the physical, mental, emotional and social behaviour of children.

Deprivations during the early years of a child's life are most disastreous in their effects. They can not be compensated in full. Furthermore, it appears that it is harder to modify harmful learning than to acquire new ones. Finally experience indicates that exposure to a wide variety of activities and of social and mental interactions with children and adults greatly enhances a child's ability to learn. Few homes provide enough of these opportunities. It is reasonable to conclude that the postponement of an educational contribution by society until children reach the age of six or seven generally limits the flowering of their potentials.

Although the majority of the respondents said that the children receive benefit from the day care programme, however the experience or knowledge gained by them is limited due to the lack of experience of the teachers, lack of educational materials.

Since Somalia is a Muslim society, the parents prefer to send their children to the Koranic school because it is deeply rooted custom and to change is very difficult but it would be more effective if the Day Care and Koranic schools should be combined.

The recommended syllabus will be easy to follow and useful for the Day-care trainees.

Some of the measures that could be recommended inorder to improve the Day Care programme and the educational performance of the personnel are as follows:

4.1. Training:

There is a need for further training of acquiring more competence in the many new professional skills on the part of the Day Care instructors of the training centre. The curriculum for this training should be appropriate in relation to the actual needs of children and the availability of materials for used in the centres. A guideline for such training is attached as appendix 1.

As regard to D/C teachers, in-service training or up-grading courses in order to improve their methods and approaches and find other new ways of keeping these young children under their care lively and confident, so that they become interested in all the activities in the centre.

4.2. Staffing - Qualifications and Responsibilities.

4.2.1. Headmistress.

The headmistress must know how to describe the programme of the centre to visitors in a way which makes them feel welcome and provides them with information on the part of the centre plays in the life of the children and the community.

As a qualified headmistress, she should be:

- a mature person
- an intelligent person
- a well-organized person
- a person who has respect for people
- a person who understands a child
- a person who has a pleasing personality

Her responsibilities are:

- to organise all aspects of the programme
- to supervise the programme of the personnel
- to evaluate the programme
- to purchase equipment and supplies
- to assist in the registration of children

4.2.2. Teacher.

The teacher is the person through whom all of the benefits of the programme reach the children. Not everyone can be a teacher of young children. A suitable personality plus suitable preparation is necessary.

A teacher must have:-

- a warm personality
- responsible person
- patience and respect for young children
- a full knowledge of what a child needs to help him grow and develop.

Her responsibilities are:

- to supervise a group of children during all the time the children are in the centre
- to plan and carry out daily programme for the children
- to prepare and arrange all educational materials used in the centre.
- to keep the clasroom in order and the equipment and materials in good working condition.
- to attend meetings as requested
- accept and learn from supervision given by the headmistress

4.3. Administration/Supervision.

There is a need to have an administrator or supervisor to check on the daily activities of the day care programmes. Her responsiblilities include coordinnation, reporting, recording and administering funds and other resources.

4.3.1. Coordination.

The term coordination means arranging activities so that everything that should be done is done. There is a simple way of thinking about coordination. Coordination ensures that:

- the right things are done — What?
- by the right people — BY Whom?
- in the right place — Where?
- at the right time — When?
- in the right way — How?

Coordination helps activities flow as smoothly as possible. It depends in good planning and organization, both of teachers and the supervisors activities. It must underlie all the supervisory work. Failure to coodinate may spoil the best of plans and waste resources and manpower.

Coordination may be as simple as making a schedule for the sharing and use of school equipment for use of children during leisure time. or, coordination may require organization of the staff to improve the programme. The main aim of coordination is to increase effeciency.

The supervisor is responsible for assuring that the activities of every teachers are properly coordinated. She can do it by:

- reviewing the plan of action prepared by the teachers in carrying her tasks in the centre. Observe and ask questions about timing of activities, whether required action have been occured. Help the teacher think clearly about the details of the subjects including her coordination and cooperation with other teachers, children and parents.
- ask the teacher to prepare a monthly plan of work to ensure that the schedule time to handle their various assignments and their work is finished on time. She must pay attention to the monthly plans of the teachers who tend to be disorganized and tardy of their work.
- be thoroughly familiar with the schedule and work of all the teachers to be certain that facilities are availability of teaching aids and equipment, work sheets of children etc.
- develop short courses to enhance the knowledge of the teachers.

It is also possible that meeting other needs of the day care centres could be acquired through supervisors coordination with other agencies. Example, since food is not provided by the centre, the supervisor could ask help from various organizations who are able to help or donate food if proper approach is done. In this way, problem on food, among other things, could be solved.

4.3.2. Records and Reports.

In the operation of a day care centre, a number of different types of records and reports will be kept to provide organized informations at a glance. It is suggested that only records necessary to the operation of the centre be kept, anything that appears absolete or not pertinent should be discarded.

Records are an aid to intelligent planning for children because they provide information about the children, their families and their health status up to time they enter the centre. Up to date records continue during the child's attendance in the centre, thus giving staff a clear picture of a child, his family and his needs.

In addition, records provide profile of children's services and equipment.

Some suggestions in using records:

- in order to find information quickly on the child, it helps to use the same number on all records concerning him,
- records should always be carefully filed under name or number so they can be located quickly.
- records should never be removed from the centre premises.
- records should always be kept in a safe place and should be used only by those people entrusted to use them.
- information on records is regarded as confidential.

Records	Purpose:	To be kept by:	To be used by:
Family and Child File	to supply background history of the child and to be able to plan to help the family	Teachers Supervisors	Teachers Supervisor Doctors Nurse
Health and Medical record	to supply health history, record of immunization, treatment, aids in follow-up health care of the child	Supervisors Regional Supervisor	Supervisor Regional Supervisor

Personnel record	to supply past and current personal data on each staff member, absences, evaluation performance	Supervisor Regional Supervisor	Supervisor Regional supervisor
monthly statistical report of services	to supply a summary of population making use of the service, to show turn over, to aid in planning for future.	supervisor, Regional supervisor	supervisor, regional supervisor
monthly budget repor.	to supply information on expenditures and income, aid [illegible] future planning	supervisor, regional supervisor	supervisor, regional supervisor
daily attendance book	to supply current information on numbers of children attending the centre, to aid in checking the no. of absences	teachers supervisor regional- supervisor	teacher. supervisor regional- supervisor
reports on educational programme	to evaluate current programme and plans for the future, aid to new planning	teachers supervisors regional- supervisor	teachers supervisor regional- supervisor

Simple reports and records format are attached as appendix 11.

4.4. Food.

Considering the financial status of the ma[illegible]rity of the parents, light food or snacks could be given to the child[illegible]n while attending the centre. This could be a good attration to the c[illegible]ldren. Below is a food chart using cheap food locally available.

Weekly	Meel mid moring [illegible]-6)yrs
Saturday_ tuesday	1) Canjero with [illegible]ger and oil. 2) Tea or milk
Sunday – Wenesday	1) fried sweet [illegible]ato. 2) furit juice 3) Gruond nut.
Monday – Thursday	1) Boiled eeg 2) Bread or buscut . 3) Furit juice or milk.

4.5. Building.

There are 2,251 children in Mogadiscio between the age of 3-6 years old(census as of 1981). Because of insufficient number of day care centres, only 22.8 per cent of these children have an opportunity to enrol every year. It is therefore suggested that more centres be opened in order to cater more number of children.

Building according to the parents signifies education. Without a building there is no education. It should be understood here that the building or space in which the day care centre's is located is not as important as what goes on inside of it, good programme can be found in make sheft quarter or poor programme can be found in opulent, modern buildings depending on whether the staff know their jobs or not. The quarter need not be luxurious, but they must meet certain standards of space with facilities necessary for the comfort and safety of groups of very young children, and they must also meet government standards. Following are some of the suggestion in putting up a day care centre:

- if possible, the building should be within a walking distance of the children's home,
- day care centres are best located in a separate building
- the building should be built in the style structure of the local culture,
- the building must have outdoor space,
- the building must be adequate size for the number of children using them,
- the building should have adequate kitchen facilities.

4.6. Community Work.

Teachers and parents have meeting for exchanging informations about the child. The teachers and the headmistress can also use these casual contacts to suggest to the parents ways of helping the child,

and to explain the reasons behind some of the things that go on in the program of a day care centre.

The teachers or headmistress of the day care centre should take time to visit homes and to see where and how children in their group live, participate in meeting , invite parents and other relatives to visit the school from time to time and to provide pictorial and written information concerning children in a space and place which is inviting, therefore parents will be interested, accepting and cooperative if they feel that the staff welcome them.

4.7. Health and Sanitation.

The day care education is one of the most important in determining growth and development of the children. The centre, where the child spends a good part of his working hours has an opportunity of carrying out the program to help this process of growth and development by number of health measures preventive and protective in aim. This can can be accomplished in a number of ways which relate to the child, his environment in the centre and to the staff.

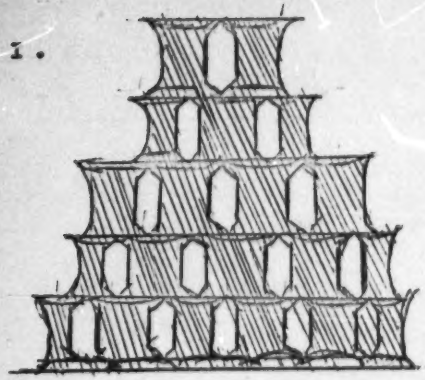
The centre should have special nurse. A good health program should offer a pre-admission examination to the child.. Findings of the pre-admission examination should be shared with the family. A good health program must also take immunization into account.

4.8. Centre's Equipment/Educational Materials.

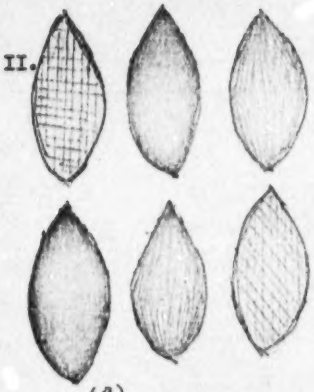
Children learn best from first hand concrete experiences which is why a variety of materials is necessary in any groups. With a variety of materials, children have an opportunity to make a choice. It is best that their daily interests dictate what they choose to use. If there is a wide variety of educational materials, all children will then not be forved to do the same thing at the same time. Except for group activities such as singing, listening to stories and circle games, there are long stretches during the day when children should be working with the materials of their choice.

The items for play and experiment which are often the most creative and interesting are often those which cost the least in amount of expenditure and are the most expendable e.g. water and sand. As much as possible, the materials found in the centre should be familiar to the children. Examples are found below:

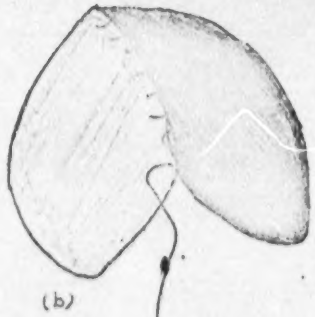
I.



II.



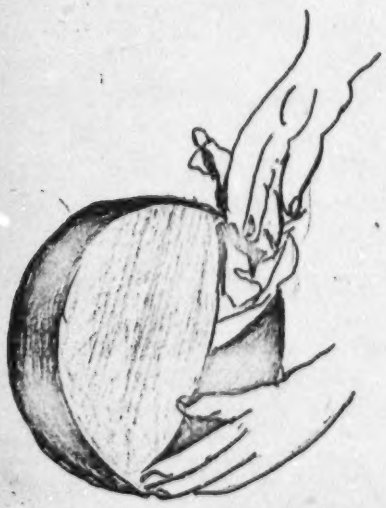
(a)



(b)

I. Building Bricks: Requirements _ Assorted sizes cotton reels. Lots of empty cotton reels of different sizes can be used as building bricks. These can be painted, but care must be taken to ensure that the paint used is non-poisonous. Children tend to put things in their mouths.

II. Rag Balls: Requirements - Pieces of material, bits for stuffing, needle and thread.
From the pieces of cloth, cut about six sections of pointed oval shape 9½"long and 3½" wide in the middle. Sew these together and stuff with bits of material or paper. This could be cut of assorted colour material to make a patch-work design. For a smaller ball, reduce size of sections.



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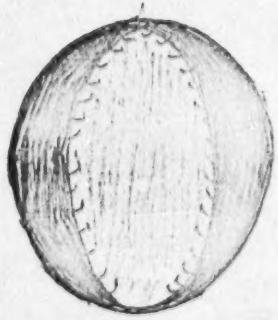
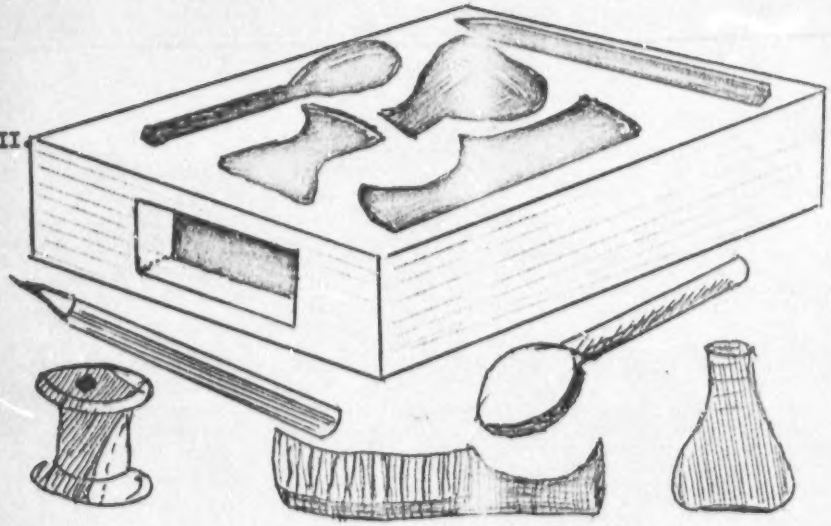


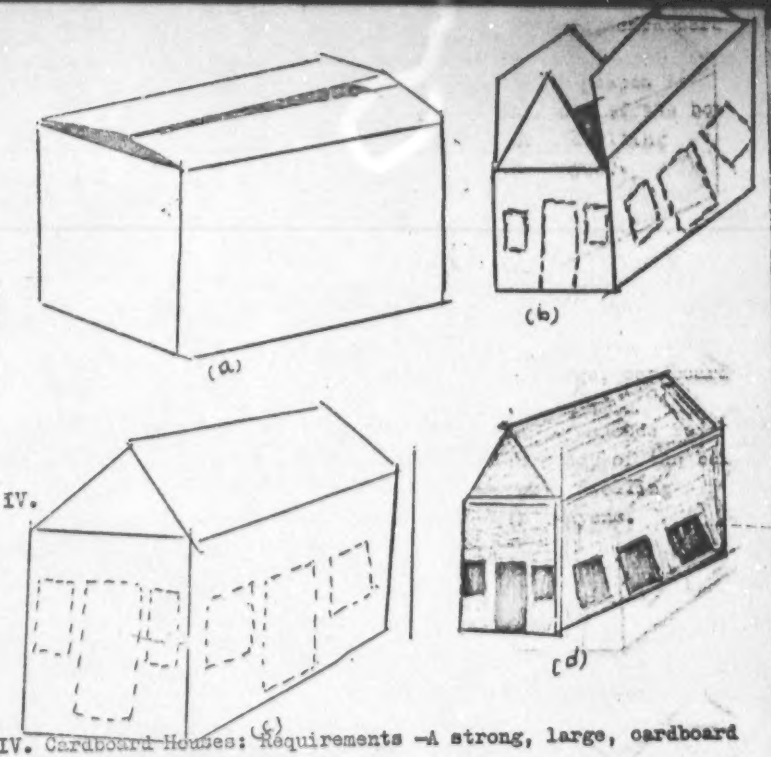
(d).

III.



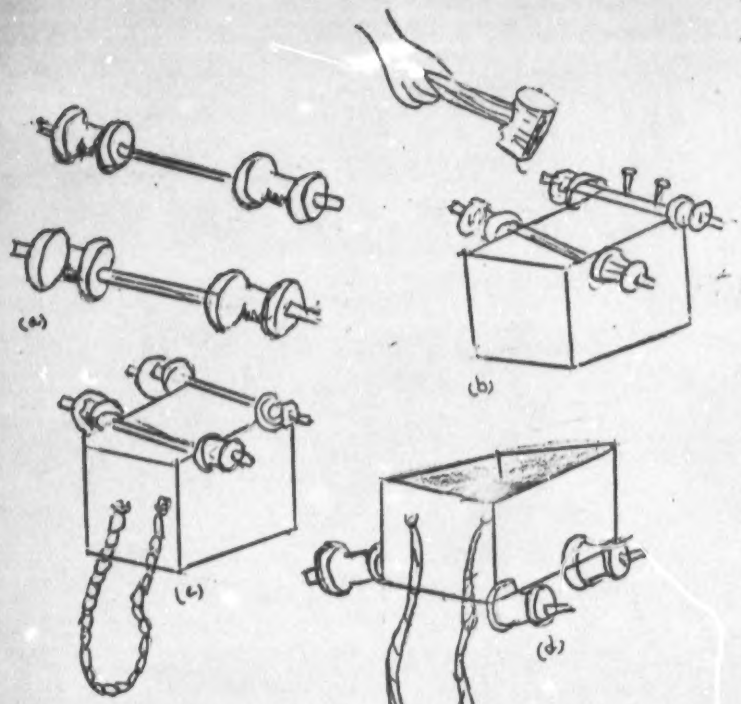
III. Posting Box: Requirements-Stiff cardboard box with lid. Articles for the slot e.g. small empty cans of mentholatum. Small cotton reels, a cork cut into desired shape, also a clothes peg. Cut holes into the lid of the box, using your collected articles for the holes so that you may have a perfect match. All shapes must be different. Any small articles can be used as slot material for posting.

IV.



IV. Cardboard Houses: Requirements -A strong, large, cardboard box, scissors or penknife.
Lift up top flaps and cut short ends into 'A' shapes to make the roof. Cut door and windows on the body of the box. This could be cut to look like a church or a dwelling house. It may be painted or coloured with crayons.

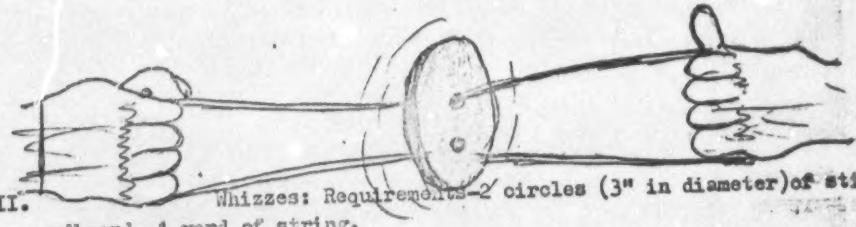
V



V. Wooden Truck: Requirements-Wooden box, 4 cotton reels, 2 narrow sticks.
Push the cotton reels through the four ends of the sticks. Place box on this and nail the box. Secure cotton reels with washers. Attach string to box for easy pulling. Assorted sizes of these could be secured together to make a waggon-train.

VI.

VI. Simple Jigsaw Puzzles: Draw a simple picture of an object on stiff cardboard or light wood. Cut out sections for easy matching.



VII. Whizzes: Requirements-2 circles (3" in diameter) of stiff cardboard, 1 yard of string.
Stick the circles together, make two holes in the centre ½" apart and thread the string through them. Tie the ends of the string together. With a loop in each hand, the cardboard circle can be swung round twisting the string and then when the string is pulled, the card circle untwists, making a w whizzing noise. These can be coloured and edges serrated to make them look gayer and sound more fun.

Suggested Syllabus for Day/Care

Appendix I.

Topic	Objective	Course Content	Method Approaches
I. Child's Stages of Development.	To familiarize the trainee with Development stages of the child from birth to 7 years old.	Prenatal -post ratel care of mothers. - Characteristics of each stage of a child and how to handle them. - Importance of childhood in terms of later development.	- Discussion - Posters/picture show in stages of development. - Lecture on prenatal-post natal from health officers. - (MCH/Hospital) - Observation: Activities of children orphanay/Day care centres/ schools. -
II. Day Care Management	To enable the trainees to inderat and th4e objective of Day Care centre, as a learning centres and as a community institution	-Existing Day Care policy - the community role in the development or improvement of Day Care Programme. - The role of parents and how to motivate them form active porticipation in the work of the Day Carg centre. - utilization of ministries and voluntory agecies mesources and services.	- discussion/lecture from M resources person. - Agency Visitation. e.g. - Interviewing: make an outline of interview and how to interview the parents. - Role play: On the interviewing of parents.

Topic	Objective	Course Content	Method/approaches
III Health & sanitation	- To enable the trainee understand the relation between health habits and cleanliness made to know some common presentive measures to children's health problems while attending the day care cleanliness.	- Personal health habits - maintion the Day Care in acceptable health sanitation standard. - safety in DCC - first aid - blanced diet.	- Demonstration - Discussion - Lecture.
IV Planning and Adminstration	- To enable the trainees to plan the activities an the DCC so that they are coordinated as Home continunity.	- Keeping records of daily management of the DCC Child's Programmes report, - DCC facilities, if they are efficiently ulilized & are enough. - How to maintain materials used by children.	- Ask the trainee to write down a plan of activities for the centre, fecilite which are locally available.
V Language Development	- To help the trainees develop sqlf expression & learn to identify in children early speech difficulty.	- Individual/group conversation - pre-reading activities - colours manipulation - drawing, tracing, using writing patterns. - story telling.	- Role play -Pictures/posters -Discussion on pre-writing using caryous, chalk, charcoal, pencils, -puppets, illustrated story books.
VI Music and games	- Develop knowledge of traditional	- Hearing traditional - playing instruments - local dancing/games.	-collect sample of local games/musical instruments. -role play using the collected local songs & games.

Topic	Objective	Course content	Methods/approaches
XIX Arts & carfts	Develop understanding on the imprrtoral of arts & carfts to the overall development of child's mental & muscullar development	- Mosaic - Plaiting - Printing - Modelling/drawing - Cutting/tearing - Folding	- paper, prepared point - powder prints - Activities using paper, - scissors, leaves, tertile, stores. - Paper, cloth, string glue -
VIII Physical play	To enable the trainee to understand the importance of play for child's physical development.	- Activities to develop muscular coordination such as climbing, shipping, btelaroing, crowling.	- Discussion on impertance of play. - production of selected out-door items(ingroups) - practice teaching in Day care centres using play materials made at the training centre.

APPENDIX II

INITIAL/REGISTRATION FORM

_____Center

Date_____

City/Village_____

Name of child_____Sex_____

Date of Birth_____Place of birth_____

Address_____Telephone_____

Father's occupation_____

Mother's occupation_____

Upon acceptance, child will be brought to centrer and called for by_____

_____

Date of admission_____

Form filled out by_____

Signature_____

Date_____ Province_____

District/Village_____

DAY CARE CENTER FAMILY RECORD FORM

Names (child)_____

Address_____

Names	Date of birth	Place of birth	Profession	Relationship with head of family	Employer or school
Father					
Mother					
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8					
9.					
10.					

Housing conditions

Number of rooms_____

Number of persons_____

Running water ( ) Yes ( )No

Electricity( )Yes ( )No

W.C.( )Yes ( )No

Bath ( ) Yes ( ) No

or

Shower

Family income

Father_____

Mother_____

Others:a) _____

b) _____

c) _____

d) _____

Govt. allowance_____

Social See. _____

Assistance: _____

Public _____

Private _____

Total _____

PERSONNEL

Name.	Position	Date	Comments

Absences

Resignations

New Personnel

Form filled out by_____

Signature_____

Date_____ Province_____

City/Village_____

MONTHLY STATISTICS

_____Center

CHILDREN

Number of children registered at beginning of month .....____

Number of children admitted during the month.....____

Ages	Number
2-3 years	_____
3-4 years	_____
4-5 years	_____
5-6 years	_____

Number of children having left during month.....____

Reasons for leaving:	Number	Ages of children leaving	Number
- Change of residence	_____	2-3 years	_____
- Schooling	_____	3-4 years	_____
- Health	_____	4-5 years	_____
- Emigration	_____	5-6 years	_____
- Other	_____		

Number of days day care center was open during month.....____

Number of children registered at end of month.....____

Total children attending during month.....____

Average daily attendance.....____

Number of absences for more than 2 weeks.....____

Reasons:	Number of children
- Illness of child	_____
- Illness in family	_____
- Other reasons	_____

HEALTH FORM FOR CHILDREN UP TO SIX YEARS OF AGE

Form No._____ Case No._____

Region_____

District or Village_____

1. Name_____

Sex ( ) ( ) Date of birth_____
M F (Day) (Month) (Year)

Mother_____

Siblings	Name	Sex M F	Date of birth (day)(month) (Year)	Occupation
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

11. FAMILY HISTORY (In case of death of parents or siblings, indicate cause and age at death. major disease of parents or siblings)

_____

_____

_____

_____

III. BIRTH HISTORY (General condition of mother, diseases and complications during pregnancy).

_____

_____

_____

_____

Type of delivery: Normal ( ) Abnormal ( ) Specify

Assisted By Doctor ( ) Midwife ( ) Unskilled person ( )

Neo-natal conditions:(respiration, cyanosis, injury, convulsions, twitching, jaundice)

_____

IV INFANT DEVELOPMENT AND GROWTH

	Indicate age		Indicate age
Holds head erect	_____	Walks	_____
Sits unaided	_____	First words	_____
Crawls	_____		

Feeding: Number of months: Breast (complete)_____Breast (partial)_____

Formula type_____Solid food (when initiated and type)

_____

V. IMMUNIZATION (indicate age)

DPT _____BCG_____Polio _____Measles_____smallpox_____Other_____

booster_____Booster____Booster_____Booster _____ Booster _____

VI. ILLNESSES:(indicate age) chickenpox_____diptheria_____measles_____

German measles _____mumps_____whooping cough_____Others_____

VII. HANDICAPPING CONDITIONS(physical and mental)_____

_____

_____

VIII. PHYSICAL EXAMINATION ___Height _____Weight_____

Normal	Abnormal	Specify
( ) Skin	( )	_____
( ) Eyes	( )	_____
( ) Nasopharynx	( )	_____
( ) Teeth and mouth	( )	_____
( ) Heart	( )	_____
( ) Lungs	( )	_____
( ) Abdomen	( )	_____
( ) Genitalia	( )	_____
( ) Skeleton	( )	_____
( ) Other	( )	_____

IX. X-RAY AND LABORATORY TESTS (if performed)

_____

_____

_____

_____

_____

_____

X. SUMMARY (indicate major pathological findings)

_____

_____

_____

_____

_____

Form filled out by_____

Qualification_____

Date_____

PROGRESS REPORT

Date	Findings	Recommendations

APPENDIX III

QUESTION FOR THE TEACHERS AT THE FTTC

1. Did you receive any Day care training before joining as a teacher? _____Yes ____No
2. If yes (Q1) Is the course content of the training relevant to the needs of the children.
3. Do you send your Day care trainees to Day care centres for practice teaching

Yes_____No_____

4. If No (Q3) explain the reason why:

_____

_____

_____

5. If Yes (Q3) what are the preparations.
6. What are the common difficulties incountered during the training of Day care teachers at the centre.

Explain at Least 4 reasons.

_____

_____

_____

_____

7. Do you get educational materials for use of trainees Yes_____No_____

If no explain reasons:

_____

_____

_____

_____

_____

8. What are the teaching methods use in the training Day care teacher cite at least 4 methods.

_____

_____

_____

_____

9. Do you participate in the planning of child care syllabus yes_____No_____
10. Do you think taht the duration of training is enough to cover the while course and the trainees have benefit from it.

Yes_____No_____

11. Do you haws any suggestions as to the improvement of the child care programme.

_____

_____

QUESTIONNAIRE FOR TEACHERS IN THE DAY -CARE CENTERS

1) Reason for sending child(ren) to DC, centres.

1._____No one to look other child(ren)at home

2._____good for the child(ren)development

3._____preparation for formal education

4._____Otherreasons

_____

_____

_____

2) Does the DC programme. Benefit to the child? Explain

1._____yes_____

2._____No _____

3. _____DK _____

3) Is the day care programme providing the following facilities?

- Different activities for the children
- More flexible hours
- Sufficient play equipment
- Provision of food/snacks
- others

	Yes	No	Explain
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

4. Suggestion for ways of improving the DC programme

		Yes	No	Explain
- teaching diff. skills than those already included	1.	_____	_____	_____
- More flexible hours for teaching	2.	_____	_____	_____
- Teaching in the section or in the DCS.	3.	_____	_____	_____

5. Did you expect to be doing Yes No Explain

what are you doing? _____ _____ _____

6. The educational materials Yes No Explain

you are using mostly locally _____ _____ _____

made.

7. Do you think you can do better or you need more training. Yes _____ No _____ Explain _____

8. If yes to (Q7) explain what type of training needed.

_____

_____

_____

_____

9. Do you have good munver if attendence of children in the centre.

Yes _____ No _____ Explain _____

10. Do you have sufficient materials to work with in the centre.

b Yes _____ No _____ Explain _____

11. Do you think you have enough knowledge skills to teach the children. yes _____ No _____ Explain _____

12. Do you under stant the importance of child-care Yes _____ No _____ Explain _____

_____

_____

_____

_____

13. Do you give the children opportunity to interchange with different age group. Yes _____ No _____ Explain _____

14. How are children recriuted?

Through:

_____ Ministry of Education

_____ Local Government Officials/leaders

_____ SMDO Orientation

_____ House to house visit

_____ Radio _____

_____ Other _____

15. Does the centre receive supportive services from:

_____ Ministry of education

_____ Local Goverment

_____ Voluntory Organsation

_____ Individuals

_____ Other

APPENDIX IV.

INTERVIEW:

INFORMANTS : HEAD OF WOMEN's EDUCATION SERVICE.

1. What are the existing policies for day care programme?
2. What is the relationship between the family life programmes and the day care programme?
3. Why the training for the day care teachers has been postponed, what are the reasons?
4. What type of training has been given to the day care teachers?
5. Do the course content is relevant to the needs of the Children?
6. What is your suggestions to improve the programme of day care centres?
7. What are the main problems encountred the day care programme?

APPENDIX V.

INTERVIEW QUESTIONS FOR SUPERVISOR OF THE DAY CARE CENTRES.

1. What are your main tasks as supervisor to the day-care centres.
2. How do you visit the D/C Centres?
3. Do you submit reports to the regional Education officer?
4. Do you participate at meeting with regional Educational officier headmistresses and teachers.
5. What are the main problems encountred D/C Programmes?

INTERVIEW QUESTIONS FOR HEADMISTRESSES OF THE DAY-CARE CENTRES.

1. What is the administration of D/C Centres?
2. What is the relationship between family life programme and D/C Centres?
3. Do you think its necessary for the family life teachers to teach at D/C Centres?
4. Do you think the course content is relevant to the needs the Children.
5. What is difference between the D/C teachers and primary school teachers according to their Educational background?
6. What is your suggestions to improve the D/C Programmes?

APPENDIX VI

PARANTS INTERVIEW

1. Why do you send your child(ren)to the Day care centr
2. Do you see any difference between the day care and th nic school?
3. Which school is better for your child(ren)?
4. Why do some parents prefer to send their children to k schools instead of Day-care?
5. Do you think sending your child(ren)to the Day-care ce ould benefit them?
6. Do you think it would be better to combine the two s ?
7. What make you decide to send your child(ren) to the D e centre:
   a) influence by neighbours.
   b) encourage by teachers.
   c) other reasons.
8. Did you hear of any difficulties that children encoun while attending classes at the Day care centre?
9. Have you been asked by any of the teacher of Day care ntribute to the improvement of the school where your children is atte
10. Is there any parents or community association presen your areas if yes do they discuss problems of schools including daycar res in the neighbourhood?
11. What are the impressions of parents about the teache nature b) intilligent
    c) handle the children d) well -organize
    e) a person who has respect for people e.g. parents.
    f) pleasing personality.

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